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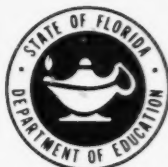
ABSTRACT

Presented in this document are the results of a Task Force study in Florida that explored the feasibility of a baccalaureate degree program that can be completed in 3 academic years. The Task Force addressed itself to the issues surrounding time-shortened degrees: acceleration; locksteps; relevancy of educational objectives to individual and societal needs; and articulation between all levels of the Florida educational system. While concluding that a mandate for an across-the-board 3-year, 9-quarter is undesirable, the Task Force does recommend that support be given to the time-shortened experimental degree models submitted by the universities and community colleges. The Task Force further recommends that options for acceleration should be expanded and promoted at all levels. The expanded utilization of acceleration options could result in substantial and significant savings and cost benefits to students, parents, and taxpayers. (Author/HS)

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TO EXPLORE FEASIBILITY
OF A THREE-YEAR
BACCALAUREATE PROGRAM
Established March 1, 1972

Submitted
February 15, 1973
Tallahassee, Florida



DEPARTMENT
OF EDUCATION
TALLAHASSEE, FLORIDA
FLOYD T. CHRISTIAN
COMMISSIONER

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PREFACE

On March 1, 1972, Commissioner of Education, Floyd T. Christian, appointed a Task Force "...to explore the feasibility of a baccalaureate degree program which can be completed in three academic years." The appointment of the Task Force was in direct response to a request on February 3, 1973, for such a study from the Florida Board of Regents, which had perceived earlier that there was growing interest throughout the country in shortening the time required for earning a baccalaureate degree. The nationwide interest in time-shortened degrees was greatly stimulated, too, by the publication in January, 1971, of the Carnegie Commission report entitled, Less Time, More Options, which urged educators at all levels to reexamine the length of time traditionally required for the baccalaureate degree and to develop more options for students in reaching their educational objectives.

The Florida Legislature, during the regular 1972 session, gave the matter considerable attention and eventually promulgated legislation which mandated that a feasibility study be conducted to determine whether the traditional four-year degree program should be shortened to three years.¹ The Task Force, although appointed prior to the passage of the above legislation, was charged by Commissioner Christian to carry out the legislative mandate.

¹Florida Statutes, Chapter 229.8021

The Task Force was composed of nine members representing the Florida public school system, the community college system, and the university system. The Task Force met on the following dates:

March 28, 1972	November 15, 1972
May 16, 1972	December 20, 1972
July 17, 1972	January 17-19, 1973
October 8-10, 1972	February 8, 1973

Minutes of these meetings are included in the appendix.

The members of the Task Force spent considerable time reviewing available literature related to time-shortened degrees. Voluminous materials from New York, California, and Illinois were distributed by the Board of Regents office. Additionally, the members researched and discussed articles, reports, cost studies, and evaluation designs. This research formed the background of the deliberations of the Task Force.

The Task Force conducted surveys of acceleration mechanisms currently in use by public schools, community colleges, and universities. These data are included in the appendix.

The Task Force extended numerous invitations to an open meeting at which Dr. James Frost, former Provost for Undergraduate Education at the State University of New York, spoke about the development of various time-shortened degree models in the State University of New York. A copy of Dr. Frost's paper is included in the appendix.

On October 17, 1972, Chancellor Mautz requested the universities to develop models of time-shortened degrees. The Chancellor suggested that in developing the models, the universities use a team of administrators, faculty, and students and that the models be well-articulated with other levels of education, especially the secondary schools and community colleges. These models, together with responses to general questions regarding acceleration and time-shortening, are included in the appendix.

The Task Force spent considerable time working on a statement of the educational principles which form the basis for modifying the structure of the baccalaureate degree (See pages 9-11). Additionally, the Task Force formulated a number of recommendations (See pages 39-44).

The work of the Task Force was hampered by the absence of staff and budget support. Task Force members served on a voluntary basis without compensation or any release time from normal duties and responsibilities.

The Task Force expresses appreciation for the cooperation and support of the Office of the Chancellor, Division of Community Colleges, and the Division of Elementary and Secondary Schools. Additionally, the Task Force report would have been more limited were it not for the institutions which supplied data and developed statements and models under severe time constraints.

INTRODUCTION

When the Carnegie Commission on Higher Education published its report, Less Time, More Options², in January, 1971, there was little visible interest among educators in reducing the length of time required for earning a baccalaureate degree. Although to some extent the four-year degree was a historical accident in America, it has been the standard requirement for over 350 years. Various modest attempts to change the time frame over the past 100 years have typically ended in failure, the weight of tradition apparently being too heavy for would-be reformers to lift. While the current revival in interest in developing time-shortened degree programs may be tossed off by some as just another ill-fated attempt at reform, there are others in higher education who believe that the development of new degree patterns is a deep and serious movement, certain to succeed.

The pressure for change in traditional degree structures has been mounting steadily over the past decade. As costs for education have spiraled upward for the student and the taxpayer, agitation for increased efficiency and effectiveness has kept apace. The onset of student unrest during the 1960's damaged public confidence in higher education, taking some

²The Carnegie Commission on Higher Education, Less Time, More Options: Education Beyond the High School (New York: McGraw-Hill) 1971.

of the aura of prestige away from education. Students questioned the relevance of their education to the realities of a world filled with the threat of nuclear holocaust and dissent over an unpopular war in Indo-China. Students felt empathy for social unrest among the poor and ghetto-bound and experienced apprehension, when toward the end of the 1960's, college graduates were no longer guaranteed multiple job opportunities. Rising costs, inflation, and a national recession in the early 1970's made it urgent for educators at all levels to seek ways to cut the costs of formal education without a concomitant loss in quality. During the past two years state legislatures throughout the country have responded to increasing pressures for reform and renewal in education. The Florida Legislature has not been an exception.

A new educational setting is clearly emerging in America today. While the decade of the 1960's was marked by incredible enrollment growth, the Carnegie Commission projects that the next two decades will be a period of leveling off or even periodic declines in enrollment. From considerable evidence, students appear to be much more mature at an earlier age than their predecessors have been. They no longer view continuous enrollment in an educational institution as a necessity. Increasing numbers of students each year are falling into matriculation patterns which involve an alternation of study and work outside of schools.

Colleges and universities are beginning to perceive, as never before, that they must reach out to new student populations such as older persons and those from disadvantaged or minority backgrounds. Concepts of lifelong education, although not by any means new, today are finding widespread support.

New instructional delivery systems, such as television, programmed instruction, and computer-assisted instruction, make it possible to individualize education. Such systems also expand the capacity to utilize flexible time frames to educate people according to their needs and abilities, where they live and work. As a result, the concept of campus residence is changing rapidly under the influence of new instructional modes. There is a growing acceptance of the belief that many people are capable of learning independent of the traditional campus environment. Educators recognize that assisting an individual to identify his learning objectives and to achieve them is more important than an emphasis upon the manner in which he reaches his objectives.

Educational opportunity has expanded since World War II at a fantastic rate. There has been, in the past 25 years, an almost incredible growth in the number of schools, community colleges, and universities that has resulted in a complex national network of educational institutions. The so-called knowledge explosion has further complicated the delivery of formal education by contributing to a proliferation of programs and courses at all levels.

Understandably, such growth of programs and course complexity has led to a degree of confusion of roles among the various types of educational institutions and has caused some overlap and duplication. Systems of education must rationally apportion the responsibility for the delivery of knowledge and skills among the sectors of formal education and eliminate senseless duplication in course and program content. Students should not be required to repeat work already mastered; rather, students should be permitted to move ahead upon demonstrated competency.

As costs for education have risen sharply, so has the demand by taxpayers and students for more efficient, relevant, and effective educational systems, which minimize loss in time, money, and effort in the formal educational process.

Because American educational systems are essentially time-based, the acquisition of knowledge and its evaluation are reckoned in terms of units of time, and the fiscal structure which supports schools and colleges reflects this time-based orientation. It follows, then, that if time can be saved by eliminating duplication, money will be saved by students, parents, and taxpayers.

This report will deal with a number of issues concerned with this question--Can the time required to complete a baccalaureate degree be shortened or not? On the surface

it would appear that if needless duplication of course content and level were eliminated from our educational system, the time needed to obtain a baccalaureate degree could be shortened. While this may be true, a mere arbitrary and mechanical, across-the-board reduction of time needed to acquire a degree may circumvent and overlook deeper and more crucial educational questions. Paramount is the question of what purposes should be served by our formal educational systems. In other words, while time may be reduced by removing duplication in present systems of education, it would be foolhardy to assume that such manipulation of time will make our educational systems more, or fully, relevant to the needs of the individual and the society. The Task Force hopes that this report will clarify the issues of time-shortening and duplication and give impetus to other efforts to face larger questions of relevance and purpose and stimulate genuine educational reform and renewal.

PRINCIPLES

As the writers of this report deliberated the issues surrounding time-shortening, several key educational principles underlying the concept became evident. These principles will have to be accepted by educators and the public before time-shortening can be realized. Underlying the deliberations of the Task Force were the following principles:

That the baccalaureate and other earned degrees continue to have a variety of goals, among which are to develop in each student:

the powers of critical thought,

an understanding of our cultural heritage,

the skills necessary to fulfill a productive occupational role in society,

the perspective to act as a responsible citizen in a free and democratic political order, and

the insight to clarify moral, humanitarian, and aesthetic values.

That each student should be able to proceed through formal education at a pace commensurate with his needs and abilities.

That academic and administrative policies and procedures should permit each student to earn a degree without unnecessary duplication in subject matter.

That elementary and secondary schools, community colleges, and universities should collaborate to provide an articulated system of education in which each student can move from level to level and from institution to institution with a minimum of loss of effort, time, and money to the individual and the society.

That when assessment determines that appropriate educational objectives have been achieved and demonstrated, credits should be granted regardless of the way in which those objectives were met.

That learning is a lifelong process and that each person should have available to him a variety of options enabling him to move in and out of the educational system as needed.

That the quality of the baccalaureate and other earned degrees must be maintained. That however considered, whether as time-shortened, time-variable, or time-independent, degrees must at least meet the same levels of intellectual attainment set for current degrees.

That because students are maturing at an earlier age and are thus increasingly able to accelerate their educational programs, they should be free to move through the educational system as fast as mental and personal maturation permits.

The above principles may seem unorthodox to a number of individuals in and out of education; however, it is believed by many that principles such as these presage the future. In order for these principles to be fully implemented, it is obvious that many jurisdictional lines between the sectors of education will have to be redrawn and, perhaps ultimately, eradicated. Territorialism and protectionism will give way to attempts at reform and renewal. The intent of this report is to take an objective look at the needs for students to proceed smoothly and effectively along the formal educational continuum. Present or past institutional or system prerogatives should not be allowed to be primary considerations. This report accepts the premise that

educational structures are essential in order to carry out the formal schooling process; however, it does not necessarily endorse the preservation of existing structures unless they can and will serve the lifelong needs of individuals.

It is noteworthy that the Southern Association of Schools and Colleges is apparently supportive of the above principles which underlie time-shortening. Its accreditation standards make no reference to the length of time required to earn degrees. Although some professional accrediting associations may be concerned about the length of time needed for a degree, their reservations should not, in the opinion of the Task Force, present insurmountable barriers to the implementation of degree programs embodying the above principles.

ACCELERATION MECHANISMS

Senate Bill 455 and the subsequent Statute 229.8021 charged the Task Force to study the extent to which the various acceleration mechanisms, such as early admission, dual enrollment, credit by examination, etc., are being provided as options to students desirous and capable of moving through the educational system at a faster than normal pace. The Task Force conducted surveys of institutional policies in order to determine how many and which institutions had policies which permitted acceleration through the various mechanisms identified in the Statute. The survey also asked institutions to indicate the extent to which their information systems have the capability of monitoring the accelerated flow of students through their institutions. Requests were made to the universities and community colleges to report, if available, statistics on numbers of students and, if applicable, the number of accelerated credits earned by students who have utilized available acceleration mechanisms during the past year.

The acceleration mechanisms for which information was collected were credit by examination, credit for college work completed in high school (sometimes called advanced placement), year-round attendance, dual enrollment in secondary schools and institutions of higher education, dual enrollment in community colleges and universities,

college enrollment upon completion of the eleventh grade (usually called early admission), admission of students from secondary school to upper-level universities, course work overload, and correspondence study.

The survey of institutional policies which permit acceleration revealed the following profile of the current situation among the community colleges and universities in the public sector. The survey reports received from each institution may be found in the appendix.

Three universities³ and twenty-two community colleges have policies which permit high school juniors to enter the freshman class.

Four universities and nine community colleges permit dual enrollment in high school and college.

Six universities and three community colleges permit acceleration through correspondence courses.

Six universities and twelve community colleges permit acceleration through independent study.

Eight universities and seven community colleges permit acceleration through course overloads.

Seven universities permit dual enrollment in community colleges and university.

Eight universities and twenty-four community colleges permit credit to be earned by the CLEP general education examinations.

Six universities and thirteen community colleges permit credit to be earned by the CLEP subject examinations.

³Five of the nine institutions in the State University System have lower divisions as well as upper divisions.

Six universities and eighteen community colleges permit credit to be earned by department examinations.

Three universities and five community colleges permit credit to be earned through United States Armed Forces Institute (USAFI).

Four universities and thirteen community colleges permit credit to be earned by Advanced Placement courses taken in high school.

One university and one community college permit credit to be earned for work, travel, and special competencies.

The survey results reported above are in some respects encouraging, inasmuch as most institutions are using at least one or more of the acceleration mechanisms. However, it is evident that their complete and uniform acceptance is far from universal. If all the mechanisms should be available as options to students everywhere in the public system, then much more progress is needed. As the recommendations at the end of this report state, the Task Force believes that the acceleration mechanisms should be made available to students universally and all funding or regulatory barriers to their implementation on an institutional level should be removed.

A survey of the extent to which students in the community colleges availed themselves of acceleration mechanisms revealed that the equivalent of 1,000 full-time students earned a year of credit by examination in the community colleges during 1972-73. The survey is found on page 17.

The University of South Florida reported to the Task Force that it awarded over 21,000 quarter credits via CLEP in the summer of 1972, after administering the examinations to 1,100 incoming freshmen, thus showing what can be done by an institution when this option is widely publicized and made easily accessible. The report also indicated that the students who received CLEP credit have performed at a higher level during their first quarter at the University than those who did not take the tests or did not receive credit via them. This report is found on page 18. A study conducted at Miami-Dade Junior College in 1972 also showed that students who received credit via CLEP performed successfully in the next level courses and at a level higher than those who did not gain credit through CLEP. The study can be found in the appendix. There is growing evidence that students can utilize CLEP with the confidence that the tests accurately reflect achieved competencies.

The fact that approximately the equivalent of 2,000 full-time Florida students received a year of college credit by examination in 1972 is highly significant, the savings to students and taxpayers being obvious. Because of the increase in the use of credit by examination, the community colleges and universities have amended the April, 1971 Articulation Agreement to insure that the credit awarded by CLEP will be fully transferable for AA degree graduates

from the community colleges enrolling in the universities. There is every evidence that credit by examination will continue to grow in use at a rapid pace as an acceleration mechanism.

The implementation or expanded use of some of the acceleration mechanisms raise, for some institutions, certain issues and problems. For instance, while it may be desirable for institutions to expand the option of credit by examination, either via the national College Level Examination Program (CLEP) or institutionally designed and administered tests, funding problems come into play immediately. Institutions fear a loss in funds if many students pass courses without registering for them. If the number of students by-passing courses is large, an institution may find itself over-committed in faculty appointments in a given term. Institutions which design and administer their own examinations will incur certain expenses for this activity for which present funding formulas do not generate support. Although these obstacles are not insurmountable, they must be considered and confronted as credit by examination options are implemented and expanded.

Programs which prepare students to earn college credit while in high school, such as the Advanced Placement Program of the College Entrance Examination Board, also have funding and staffing implications which must be faced. The Advanced Placement Program requires a high school to offer a college

SURVEY OF COMMUNITY JUNIOR COLLEGES OF FLORIDA
INSTITUTIONAL PROGRAMS AND PRACTICES THAT PERMIT THE ACCELERATION OF STUDENTS

PROGRAMS	NUMBER OF STUDENTS IN PROGRAM		NUMBER OF CREDITS GRANTED		NUMBER OF COLLEGES HAVING PROGRAM		
	1970-71	1971-72	1970-71	1971-72	1970-71	1971-72	1972-73
EARLY ADMISSIONS	38	260	312	2286	9	16	22
CREDIT BANK	78	280	185	510	7	10	11
LOCAL CREDIT EXAM.	923	1671	2868	4863	11	16	18
CLEP	2104	4909	12808	32773	7	20	24
USAFI (MILITARY)	104	104	688	575	2	5	5
CORRESPONDENCE COURSES	2	6	12	36	1	2	3
CEEB	27	80	11	14	6	9	13
OVERLOAD	586	431	1050	894	3	7	7
INDEPENDENT STUDY	818	1534	2308	4205	6	12	12
ADVANCED STUDIES						1	1
YR. AROUND CLASS ENROLL.	100	100			1	2	2
MATURE STUDENT		10				2	2
SPLIT LOAD (HS/COLLEGE)	722	1364	3001	4908	6	9	9
MINIMESTER		132		396	1	1	2
SCAT						1	1
EQUIVALENT WORK EXP. EXAM.		9				1	1
TOTALS	5502	10890	23243	51457			

UNIVERSITY OF SOUTH FLORIDA
1972 CLEP TEST PROGRAM RESULTS

Last summer, approximately 1,100 new students applying for Quarter I 1972-73 took the College Level Equivalency Tests to qualify for college credit.

At the end of Quarter I, the records of those students completing eight hours or more at USF in Quarter I were tabulated, as follows:

HOURS OF CLEP CREDIT	NUMBER OF STUDENTS	AVERAGE	MEDIAN	MODE
45	128	3.160	3.330	4.0
36	150	2.924		
27	173	2.741		
18	227	2.700		
9	213	2.539		
0	196	2.286	2.333	2.0

Average of ALL STUDENTS TAKING CLEP TESTS - 2.687 (1,087)
 Average of ALL FIRST QUARTER FRESHMEN NOT TAKING TESTS- 2.431 (959)
 AVERAGE OF ALL FIRST QUARTER FRESHMEN 1972-73 QUARTER I -2.568 (2,046)

Of the 128 students who earned 45 hours of credit by the examinations,
 24 earned a perfect 4.0 record for Quarter I.
 40% earned a 3.5 or better; 70% earned a 3.0 or better.

Of the 196 students who took the tests but earned no college credit,
 23% earned a 3.0 or better.

Summary of Survey Instrument on Use of Acceleration Mechanisms

* Yes

- No

	FSU	UF	FTU	USF	FAMU	FIU	UNF	FAU
I. Admission & Enrollment Policies								
1. Admission of								
a) 11th Graders to Freshman Class	*	*	-	*		-	-	-
b) High School Graduates to Upper Division	-	-	-	-		-	-	*
2. Dual Enrollment of Students in High School and College	*	*	*	*		-	-	-
3. Correspondence Course Enrollment by Full-Time Students	-	*	-	*		*	*	*
4. Independent Study Enrollment by Full-Time Students	-	-	*	*		*	*	*
5. Overload Enrollment by Full-Time Students	*	*	*	*		*	*	*
6. Dual Enrollment in cc/ univ.		*	*	*	-	*	*	*
II. Credit by Examination - Other Evidence of Course Equivalency								
1. CLEP: Credit by Examination	*	*	*	*		*	*	*
a) General Examinations	*	*	*	*		*	*	*
b) Sub-scores, General Examinations	*	*	-	*		*	*	-
c) Subject Examinations	*	*	*	-		*	*	*
2. Department Examinations: Exemption and Placement	*	*	*	*			*	*
3. USAFI: Credit for Courses Taken during Military Service	-	-	-	*		*	*	-
4. Advance Placement Credit	*	*	*	*		-	-	-
5. Credit for Special Competencies, Work, Travel, Etc.	-	-	-	-		*	-	-

* Yes - No

11. CREDIT BY EXAMINATION - OTHER EVIDENCE OF COURSE EQUIVALENCY

MECHANISMS

MECHANISMS	Students in Age	Enrollment	Community	Other Evidence of Course Equivalency	Competencies	Admission	General Exams	Prerequisites	Courses Taken	Grade	Admission	Competencies
BREVARD	*	*	*		*	*	*	*	-	*	*	*
BROWARD	*	*	*		*	*	*	*	-	*	*	*
CENTRAL FLORIDA	*	*	*		*	*	*	*	*	*	*	*
CHIPOLA	*	*	*		*	*	*	*	*	*	*	*
DAYTONA BEACH	*	*	*		*	*	*	*	*	*	*	*
EDISON	*	*	*		*	*	*	*	*	*	*	*
FLORIDA AT JAX	*	*	*		*	*	*	*	*	*	*	*
FLORIDA KEYS	*	*	*		*	*	*	*	*	*	*	*
GULF COAST	*	*	*		*	*	*	*	*	*	*	*
HILLSBOROUGH	*	*	*		*	*	*	*	*	*	*	*
INDIAN RIVER	*	*	*		*	*	*	*	*	*	*	*
LAKE CITY	*	*	*		*	*	*	*	*	*	*	*
LAKE SUMTER	*	*	*		*	*	*	*	*	*	*	*
MANATEE	*	*	*		*	*	*	*	*	*	*	*
MIAMI-DADE	*	*	*		*	*	*	*	*	*	*	*
NORTH FLORIDA	*	*	*		*	*	*	*	*	*	*	*
OKALOOSA-WALTON	*	*	*		*	*	*	*	*	*	*	*
PALM BEACH	*	*	*		*	*	*	*	*	*	*	*
PASCO-HERNANDO	*	*	*		*	*	*	*	*	*	*	*
PENNSACOLA	*	*	*		*	*	*	*	*	*	*	*
POLK	*	*	*		*	*	*	*	*	*	*	*
ST. JOHNS RIVER	*	*	*		*	*	*	*	*	*	*	*
ST. PETERSBURG	*	*	*		*	*	*	*	*	*	*	*
SANTA FE	*	*	*		*	*	*	*	*	*	*	*
SEMINOLE	*	*	*		*	*	*	*	*	*	*	*
SOUTH FLORIDA	*	*	*		*	*	*	*	*	*	*	*
TALLAHASSEE	*	*	*		*	*	*	*	*	*	*	*
VALENCIA	*	*	*		*	*	*	*	*	*	*	*

level course which follows carefully a prescribed set of learning materials and should be taught by a specially prepared teacher. Upon completion of the course, a student takes a national examination. If he achieves a certain score, college credit will be awarded by most institutions in the country and virtually all Florida universities and community colleges. Although this is an effective way to permit a student to accelerate his program, the expense of offering such courses in the secondary schools can be burdensome, and some schools may be unable to provide the necessary instruction. To implement Advanced Placement courses in all secondary schools may require in some instances an expenditure of funds not only for materials, but for the training of teachers.

Because most of Florida's citizens have easy access to universities and community colleges, encouragement of opportunities for dual enrollment between educational levels is realistic. Students in high school should be permitted to enroll in local community colleges or universities for courses which they are capable of taking and which are not available to them in their schools. Where dual enrollment in a local university is convenient, the same opportunity should be available for students in community colleges. As the survey indicates, dual enrollment which was not available on a broad basis two years ago, has rapidly become more widely used by a substantial number of students.

Problems, resulting primarily from different funding formulas and the fee structures used to allocate resources at various educational levels, have impeded the use of this acceleration mechanism. Questions are now arising over which institution should get the FTE credit for a dually enrolled student and which institution should receive credit for a full-time student for State reporting purposes.

Many student financial aid programs require a student to be full-time in order to receive aid. Although a dually enrolled student may be taking the equivalent of a full load, he would be considered part-time at both institutions; therefore, questions about his eligibility for financial aid arise.

While universities and community colleges may use FTE's for the basic funding unit, secondary schools use average daily attendance as a basis. Such differentials in counting and funding must be reconciled, before dual enrollment plans can be fully implemented thereby moving large numbers of students through our systems at a pace commensurate with needs and abilities. While the Task Force strongly endorses the expansion of dual enrollment programs, it does so in the knowledge that much work must be done to erase funding complications.

Year-round attendance has been an option open to students in most institutions for many years. The question of year-round plant operation is a complex one and one that has

drawn the attention of educators and legislators many times before. The Task Force views this option as one of several which should be expanded. Although most institutions have some summer school offerings, such offerings generally have not been as extensive as those in the regular terms. Vacation patterns of parents, the additional strain on faculty and facilities, and the need for many students to have periodic breaks for both physical and economic reasons have militated against full-scale, year-round operation of institutions. The Task Force found that continued efforts to expand opportunities available through this option are feasible. A number of the secondary schools, community colleges, and universities have made significant progress in recent years in enriching and expanding summer school programs; however, encouragement and financial inducements are needed to promote this concept.

Early admission to college or admission to college from the eleventh grade was pioneered in Florida in 1958 by Stetson University, a private institution. Although Stetson demonstrated that many high school juniors can make a smooth academic and emotional adjustment to college, public institutions have been reluctant to provide this option. Until recently, some secondary schools would not award a diploma to such a student upon successful completion of the freshman year in college. Students are cautious in assuming the risks involved in early admission without the opportunity

to receive a high school diploma. Many secondary school personnel did not want to lose their best students to the colleges a year early; and some students, capable of college work, wanted to enjoy their status as high school seniors. A number of post-secondary institutions have been unconvinced that high school juniors generally are mature enough to withstand the academic and personal pressures of college life. These fears and attitudes are obviously beginning to dissipate as a majority of our colleges and universities either are now taking students on an early admission basis or plan to do so in the coming year. This option can be expected to expand markedly in the near future.

There is a major financial concern associated with early admission, inasmuch as the student and his parents are asked to assume the increasingly heavy burden of financing a college education a year earlier. On the other hand, since the total educational process is shortened, overall expenditures for education may be reduced. It can be argued, however, that the interests of students capable of early admission would be better served by remaining in high school to take advanced placement courses or prepare for CLEP examinations to gain a year of college credit at little or no expense to the student and his parents. Also, college financial aid programs would not have to commit resources to support early admission students.

The survey of the capability of institutions to collect data routinely on the extent to which students are utilizing the acceleration mechanisms revealed that virtually no community college or university presently has a computerized records system designed to provide such data. Because most institutions can generate these data only by using manual means or very slow unit record equipment which require many hundreds of man hours, the survey provided only incomplete data from the community colleges and universities on the extent to which students are utilizing the acceleration mechanisms. The community college survey is found in the appendix.

Survey responses show that the community colleges and universities now believe that their computerized information systems should be designed to provide such data and most institutions are making immediate provisions to do so. The State University System registrars are currently working jointly to design such a system, which may be implemented during the coming year. It is obvious that if substantial numbers of students begin to use the acceleration mechanisms, it will be essential for educational planners at all levels to know the matriculation patterns of such students and the acceleration mechanisms being used.

In summary, it is apparent to the Task Force from its surveys and subjective analysis that although acceleration mechanisms are available to some of the students in the

state, much more must be done to make them universally available. The recommendations in the last chapter of this report clarify the position of the Task Force with respect to the need to implement, promote, and expand the use of these mechanisms, which are available to a limited degree in most institutions. While the Task Force believes that some progress has been made in recent years to overcome the fears and resistance of educators and the lay public to acceleration, major problems still surround the questions of funding and staffing. Institutions need financial incentives to develop and implement acceleration programs. While much of the responsibility for implementing and expanding acceleration options falls upon the educators, there are some clear responsibilities for support from legislators and the lay public.

PROPOSALS FOR THE SHORTENED BACCALAUREATE
DEGREE MODELS

The Statute which required the study of time-shortened degree programs not only makes reference to the matter of acceleration within our traditional degree program structure, but also it charges the Commissioner of Education with the responsibility to study the feasibility of completely new time-shortened degrees. Such degrees would be normally completed in three rather than four years. The Task Force reaffirms its basic belief, stated in the first section of this report, that education at all levels should be competency-based, placing an emphasis on educational objectives which are relevant to individual and societal needs. The length of time students will need to reach these objectives will and should vary; learning strategies and the process of skill acquisition should vary as well.

The Task Force recognizes that a conversion or transition to a time-independent or variable system of education will require time, but steps must be taken now to move ahead. The mandate of a three-year degree as a substitute for the four-year degree would only be swapping one time lockstep for another and would be a sterile and harmful way to go about stimulating reform and renewal. The most productive way to accomplish the apparent objective of the legislation, the elimination of duplication of subject matter and level, would be to stimulate the development of new degree concepts which encompass the idea of time-independent and time-variable

education. Such curricular reform must be carried out with care and precision by faculty and educators or the end result could be a dangerous diminution of educational quality. The Task Force agrees that the best route to its objective is to foster and support experimental degree programs which embody the time-shortened principles enunciated on pages 9, 10, and 11 of this report. As a first step in spurring such experimentation, the Task Force requested that the institutions and systems involved submit ideas on how their educational programs could be shortened or placed on a time-variable or time-independent basis. Such ideas, it was hoped, would take the form of new degree models.

In a memorandum on October 17, 1972, addressed to Members of the Council of Presidents, the Chancellor of the State University System of Florida, formally requested that each state university, in cooperation with other levels of education including the secondary schools and community colleges, submit a model(s) for a time-shortened degree to the Commissioner's Task Force. The models or programs submitted by each of the universities are included in the appendix of this report.

A study of the various university statements and models reveals that they include, in one university or another, all of the various mechanisms for time-shortening suggested by legislation, namely:

- A nine quarter, reduced credit plan,
- Credit by examination,
- Credit for college work done in high school,

Using summer programs and increased course loads,
High school-community college dual enrollment,
Enrollment in college after completion of the
eleventh grade, and
Advanced standing.

Only in a few instances were new degree models submitted. However, those cases are notable. The time constraint of less than two months in which the institutions had to come forward with ideas was far too confining.

The results, which are summarized below and found in detail in the appendix, are in many ways impressive when one considers the short time in which they were produced. The institutional reports generally contain fertile ideas for putting programs on a less time-based basis and all the reports support the idea of time-shortening for students capable of it within present degree structures. The institutional reports and proposals demonstrate that most institutions are anxious and ready to implement the objectives of the Statute and, with adequate incentives, initiate experimentation with completely new degree concepts. In many ways, the Legislature, by mandating this study and by voicing of its opinions, has stirred the academic communities into action. The necessary freedom and support must be provided to implement these ideas so that they can grow into widespread reform and renewal.

The following summaries of the time-shortened degree models and proposals submitted by the institutions are included in this section of the report. More detailed reports are found in the appendix.

University of Florida

The report submitted by the University of Florida describes a series of time-shortened degree models for twelve of the fifteen colleges at the University. Each college involved convened ad hoc committees composed of faculty, administrators, and students which established degree models and forwarded them to a University Steering Committee composed of deans, vice presidents, the presidents of two community colleges, and the superintendent of public instruction for Alachua County. All of the models presented have received approval of the various units of the University.

There is some degree of diversity among the twelve models presented. It was felt that in a university as diverse and as comprehensive as the University of Florida, no one model is susceptible of widespread use. Thirteen of the University's fifteen colleges are professional colleges, and their missions vary widely, from the College of Dentistry to the College of Architecture and Fine Arts. Several common threads run through all the models: the use of the general education examinations administered under the auspices of the College Level Examination Program (CLEP), increased course loads permitted to qualified students and, generally, an attempt to broaden the offerings during the summer quarter. Several colleges, however, have introduced a series of innovations that hold promise for even greater changes to come in the future. In general, the colleges have adopted degree models that utilize the following acceleration mechanisms: early admissions to colleges; dual

enrollment or the banking of credit before high school or community college graduation; Advanced Placement Program of the College Entrance Examination Board; credit by examination program, either institutional or national; year round operation; and overload programs of study. A few of the colleges wish to experiment with award of credit by the evaluation of informal learning experiences. One college, however, has completely departed from the traditional time-based degree program. The College of Dentistry is now operating on a competency-based curriculum that has already attracted national attention. The University believes that this new curriculum is a model for the future for highly specialized professional colleges such as the College of Nursing.

It should be noted that four units in the University, the College of Law, College of Pharmacy, College of Health Related Professions, and the School of Forestry, have not formulated any specialized time-shortened degree models. The College of Pharmacy, the College of Health Related Professions, and the College of Law are unable at this time to formulate time-shortened degree models because of the demands placed on their curricula by outside accrediting agencies. The College of Pharmacy and the College of Health Related Professions will take advantage of the CLEP program administered to lower division students who will ultimately enroll in these upper division colleges. The School of Forestry is currently engaged in a complete revision of its curriculum and will not be ready to formulate a time-shortened degree model until that revision is completed.

In constructing these models, the major emphasis, perhaps the sole emphasis, in their formulation is upon the superior student. The University believes that time-shortened degrees are not for everyone. There was general agreement among faculty, students, and administrators, that some students need longer, rather than shorter, periods of time in which to complete their degree programs.

Florida Agriculture and Mechanical University

Florida A & M did not submit a model for a three-year program. The institution did, however, present reactions to the time-shortened concept:

Given our present student population and our educational mission as outlined in the Role and Scope Report and reinforced in CODE, any university-wide attempt at a common time-shortened degree model would be counter-productive to our present educational efforts.

In summary, the report concludes that " . . . any major emphasis upon time-shortened degrees carries with it a definite probability of self-destruction . . . " in terms of the mission of that institution.

The report, however, does enumerate the numerous ways students may accelerate through the present curriculum.

Florida Atlantic University

Florida Atlantic University presented no new formal three-year model. They did, however, point out that their "Faculty Scholars Program" now in operation gives qualified high school students the opportunity to earn a baccalaureate in three years at Florida Atlantic University. In addition,

the "Senate Scholars Program" gives "highly capable" junior college students an opportunity to enter an accelerated program.

Both of these programs are based on the identification of "highly qualified" and "highly capable" students who demonstrate by examination and recommendation their ability to cope with acceleration.

The reporting committee consisted of faculty, administrators, a student, and two Junior College Academic Deans.

Florida International University (Division of
Special Academic Programs)

The model for a degree in Liberal Studies, a degree with no concentration in a major has been proposed by Florida International University, in cooperation with the Dade County Public School Systems and Miami-Dade Community College. The model includes the following provisions:

1. During the senior year at high school a cooperative teaching effort would be made by the public school system and Miami-Dade Community College to offer courses (both electives and general education) that would count both in the high school and at Miami-Dade towards the high school diploma and the AA degree.
2. Course work starting in the student's senior year and being completed at Miami-Dade Community College would yield 67 1/2 quarter credits; of these, 54 quarter credits would be the general education requirements (9 in English, 6 in the Social Sciences,

9 in the Natural Sciences, 4 1/2 in Mathematics, and 4 1/2 in Humanities), plus 18 quarter credits in general education electives. The remaining 13 1/2 quarter credits would be electives.

3. A cooperative teaching arrangement would be developed between Miami-Dade Community College and Florida International University so that, during the second year, courses taught at Miami-Dade would be counted towards the degree at both places. The student would then earn 67 1/2 credits as a Liberal studies major at FIU, and upon completion of this work, he would be granted a baccalaureate degree.

Florida State University

Florida State University presented three programs:

1. Programs for Acceleration
2. Curriculum of Attainment
3. Early Admission Program for Typical Student

The first plan is not a model of a three-year program in the sense used in this report. It is based on the concept of acceleration through existing programs by using the various means of acceleration already available to a student to achieve the baccalaureate in less than four years (e.g., advanced placement, CLEP, departmental examinations, early admission, etc.). The university plans to include in its catalogue a complete description of all acceleration mechanisms by which students may earn credit.

The Curriculum of Attainment model proposed development

of five small model degree programs, i.e., Science, Business Administration, Performing and Creative Arts, Teacher Education, and an Unspecified Program.

The program in each of the five areas would be " . . . based on academic attainments without primary regard for the time that it takes to master a given set of competencies . . . "

Instruction for each student is designed to close the gap between his entry performance and the competencies required for the degree desired. Faculty members will be budgeted for one-half time in instruction. The other half of the time will be devoted to research and development in the experimental program. The faculty would serve in the roles of "mentor," "specialists," and "certifiers" of academic achievement. This model rests on the concept that "Time spent on a university campus and in a classroom is only a means to achieve not a measure of it . . . "

The report suggests several pilot experiments involving degrees which are essentially competency-based and time-independent programs.

The third program proposed would admit 100 students to the freshman class at the end of the junior year of high school. The program would choose the 100 students to replicate a regular freshman class, based on such indices of academic ability as high school grades and scores on the Scholastic Aptitude Test of the College Board. After admission, except for careful monitoring, these students would be treated like regular students. This model could also be used in

cooperation with community colleges.

If the experiment proved successful, the program would be expanded and decisions would be made about permanently adopting such a program option.

Florida Technological University

The Florida Technological University already has in operation a number of time shortening procedures, the first three of which are conventional:

Credit by Examination (CLEP, Advanced Placement, etc.)

Credit for Non-Traditional Courses

Early Admission

These programs all require the standard 180 quarter credits.

In a fourth plan, it is proposed that time-shortening be achieved through a reduced credit program; that is, a student may complete degree requirements with fewer than 180 quarter credits. This program would be limited to selected students who have achieved a Florida Twelfth Grade Test Score of at least 400. These students will be interviewed by faculty to determine equivalency of courses completed in high school and required university courses particularly in general education. Where equivalence exists and where course work has been completed with grade "B" or better, the university requirement will be waived. A maximum of 45 quarter credits may be waived in this manner thereby reducing the credit requirement to 135 credits.

In a fifth option or model, a "Time-Independent Performance Based Degree Program" is proposed. This program

seeks " . . . to identify and delineate specifically those levels of knowledge, performance capabilities, and other attributes of a student who has reached specific levels of university work including completion of the baccalaureate degree." In other words, it is a performance based degree program.

Because the program would be highly experimental and difficulties would be anticipated in establishing clear and complete performance objectives, the program initially would be tried with a limited number of departments (six or fewer). It is anticipated that a year will be required to develop required performance criteria and to develop an evaluation system.

University of North Florida

The University of North Florida, jointly with the Florida Junior College in Jacksonville, proposed a new model for a three-year program which is especially designed for the community college-upper level university student.

This model proposed a basic nine quarter program, four quarters of credit being taken at Florida Junior College and five quarters of upper level study at the University of North Florida. The program is selective but not elitist. A primary goal is to determine, on an experimental basis, whether or not the average student is capable of coping with a compressed program. "The program is designed to serve students who have reasonable expectation to finish the program within the stipulated time frame, who

are motivated, goal-oriented, and prepared in basic skills to a reasonable degree."

The curriculum would require drastic reform, especially that portion usually referred to as general education. However, it also would require reform and rethinking of the upper level course structure. The curriculum proposed comprises three components, interlocking the community college and the university: 1) a basic education component, 2) a major component, and 3) an interdisciplinary component.

The model necessitates solutions to such basic problems as a common calendar, joint registration, and a faculty within a faculty primarily responsible for the three-year degree and composed of members selected from both the faculties of UNF and FJC.

A salient feature of the program is that it involves pretesting, mid-point testing, and final testing as a means of evaluation whether the program is achieving its objectives. The program also gives attention to the use of the three-year baccalaureate toward achieving a master's degree in a fourth year. Also it is apparent that many of the acceleration mechanisms presently available may be used to shorten the three-year program.

University of South Florida

The University of South Florida did not submit a model for a time-shortened program; however, the institution indicated a number of experimental approaches to time-shortening including the following:

- (1) An experimental summer session program for selected high school juniors. Eighteen selected high school students who had completed their junior year enrolled for two courses in a special four week session, meeting five hours per day for a total of seven quarter credits toward a degree at the University of South Florida. The number of such special summer sessions for selected high school students will be expanded in the 1973 summer session.
- (2) Early admissions and Advanced Placement
- (3) College Level Examination Program (CLEP examinations 1972 enabled 1,117 students to receive 21,033 credit hours, of which 104 students received the maximum of 45 hours).
- (4) USF and Hillsborough Community College are cooperating to develop a dual enrollment program to be initiated on a limited scale by the second quarter of 1973.
- (5) In addition, studies are now underway by the faculties to survey present curricula for comparison and the development of innovative programs leading to time-shortening.

University of West Florida

While no university-wide model was presented, a "time-shortened model program" for a major in sociology was proposed. Presumably, this plan could also be utilized by other disciplines. In essence, the program is structured on present core course offerings with opportunity in certain of these

courses for the student to have his program reduced by an unspecified number of hours through passing tests in core courses. Credit for other core courses may be received by passing oral and written examinations. In the sociology electives, three credits are offered and students have the option to earn an additional two credits by examination.

Thus, the University of West Florida time-shortening plan is essentially one of accelerating through the existing curriculum, either by examination, extra work, or both.

RECOMMENDATIONS

The Task Force has recognized that expressions of public concern as well as the interests of students require education systems to seek ways in which educational goals can be achieved effectively and efficiently. The Task Force, therefore, has proceeded on the premise that its mission was to propose a framework in which the educational system of Florida can provide such opportunities to students.

The Task Force has concluded that the arbitrary setting of time requirements for the accomplishment of educational objectives militates against an effective and efficient system. Not only does the setting of time limits militate against the efficient use of student time, but, even more significantly, the fulfillment of time requirements has been equated with the attainment of an education.

The Task Force holds strong convictions that an education system capable of maximizing resources must:

Establish clearly identifiable goals in terms of which student progress will be assessed,

Permit a student to proceed toward his educational objectives as rapidly or as slowly as circumstances dictate, and

Award credit to a student with demonstrated competencies regardless of the way in which they were attained.

In addition to this conviction which is reflected in the recommendations of the Task Force, certain other considerations are apparent.

1. The Task Force does not recommend the universal adoption of a nine-quarter duration baccalaureate

degree at this time. However, the Task Force does recommend that on an experimental basis universities and community colleges should implement reduced credit degrees, including a nine-quarter baccalaureate degree. Further, the Task Force recommends that the design and development of a nine-quarter degree, as well as all other degrees, should remain the responsibility of the State Board of Education and the institutions and agencies under it, which were established by and operate within the broad guidelines developed by the Legislature.

2. The Task Force recommends that the State Board of Education adopt regulations to be effective September, 1973, under which all public institutions will foster and refine the earning of credits by qualified students through the use of acceleration mechanisms as those listed below:

The College Entrance Examination Board's
College Level Examination Program (CLEP)

Advanced Placement programs which give
credit for college level work done in
high school, such as the College Entrance
Examination Board's Advance Placement
Programs

Year-round matriculation

Dual enrollment in a local community
college or university prior to graduation
from high school or community college

Early admission after completion of the
eleventh grade

Admission to junior standing in a university from secondary school

- a. The Task Force recommends that students at all public post-secondary educational institutions be afforded an opportunity to earn at least 25 percent of the requirements of programs through the acceleration mechanisms listed above.
- b. The Task Force recommends the removal of all policies of state and local educational agencies and institutions which inhibit the utilization of acceleration mechanisms such as those listed above.
- c. The Task Force further recommends that each public educational agency and institution be required to submit to the Commissioner of Education by September, 1973, a plan outlining its procedures to facilitate and to encourage the utilization of acceleration mechanisms such as those outlined above.
- d. In order to make known to students the availability of the acceleration mechanisms, the Task Force recommends that the State Department of Education and public educational institutions at all levels immediately publicize descriptions of the aforementioned acceleration mechanisms and instructions as to how they may be utilized by students.

- e. In order to monitor and assess the use and validity of acceleration mechanisms on a statewide basis, the Task Force recommends that information systems at the state and institutional level be designed to collect pertinent data for regular reporting to the Commissioner of Education.
3. As an alternative to time-based degree programs, the Task Force recommends that incentives be provided for the development and operation of degree programs in which the awarding of a degree is based on the demonstration of a specified set of competencies.
4. The Task Force recommends that special consideration in the allocation of state resources be given to all institutions cooperating in the development of experimental time-shortened degree programs:
 - In which curriculum reform eliminates duplication and irrelevancy and encourages new modes of learning.
 - In which there is cooperation at various levels so as to allow students to move through the entire educational system in the most efficient and effective way possible for the individual and society.
 - In which educational objectives are clearly identified and where provision is made for evaluation, both external and internal.
5. The Task Force recommends that credit earned by acceleration mechanisms and other non-traditional means should be incorporated in funding formulas

at all levels of education. The Task Force further recommends that the entire area of funding formulas be reexamined to incorporate resource support for new programs as they evolve.

6. The Task Force recommends that calendars and fee schedules be reconciled so as to remove impediments to the movement of students from level to level and from institution to institution.
7. Finally, and of exceptional importance, the Task Force recommends that the Commissioner of Education perform the following functions:

Review and approve plans for implementing time-shortened, time-variable, or time-independent degrees.

Collect, review, and evaluate pertinent data to assess the social, educational, and fiscal impacts of the expanded use of the acceleration and the experimental models.

Establish the means whereby appropriate action will be taken as conditions warrant in view of the numerous changes which the Task Force anticipates as a result of the adoption of time-shortened programs.

In summary, the Task Force addressed itself to the issues surrounding time-shortened degrees: acceleration; duplication of subject matter; educational costs; time locksteps; relevancy of educational objectives to individual and societal needs; and articulation between all levels of the Florida educational system. While concluding

that a mandate for an across-the-board three-year, nine-quarter degree is undesirable, the Task Force does recommend that support be given to the time-shortened experimental degree models submitted by the universities and community colleges. The Task Force further recommends that options for acceleration should be expanded and promoted at all levels. The expanded utilization of acceleration options could result in substantial and significant savings and cost benefits to students, parents, and taxpayers.

It is, therefore, the assessment of the Task Force that when put into effect, its recommendations will achieve the objectives set forth in Florida Statutes 229.8021 without further legislation. The recommendations above should be implemented immediately by the Board of Education and the various institutions and agencies under its jurisdiction.